

*The preservice teacher
knows the discipline ...*

*Vocational Family and
Consumer Sciences Education*
(Grades 9-12)

The beginning (preservice) vocational family and consumer sciences teacher will demonstrate a knowledge of and/or competency in the following areas of study:

1. Human Development and Parenting (CR 3, 5, 6; SS 1; HP 1, 3, 7; G 1.1-5, 1.7-8, 1.10, 2.3, 3.1-7, 4.2-3, 4.5-7)	<ol style="list-style-type: none"> 1. Impact of child guidance and parenting styles on the development and nurturing of individuals; 2. Legal rights and responsibilities of individuals and families; 3. Responsibilities of families and caregivers, including maintaining safety, selecting child care, and serving as the child's first teacher; 4. Personal impact of the parenting role on one's life choices and opportunities; 5. Developmental stages, including physical, social, intellectual and emotional characteristics of human development and their application in meeting the needs of individuals through the life span; and 6. Human sexuality concepts and issues as they impact individuals and families.
2. Family and Interpersonal Skills (CR 3, 6; CA 7; SS 6; HP 2, 5; G 1.1-10, 2.1, 2.3, 3.1-8, 4.1-7)	<ol style="list-style-type: none"> 1. Strategies for evaluating personal and family needs and priorities throughout the life cycle; 2. Role and impact of families on social, economic and political cultures throughout time; 3. Contemporary issues affecting individuals and families; 4. Decision-making skills that impact personal behaviors leading to long-term consequences; 5. Factors affecting intergenerational relationships throughout the life span, including communication skills, values, and cultural differences; 6. Management strategies for balancing family and work life; 7. Conflict management and coping skills applied to life situations; 8. Diversity and cultural differences in families; and 9. Legal issues impacting individuals and families.
3. Nutrition and Wellness (CR 1, 3; M 1; S	<ul style="list-style-type: none"> • Nutrition and wellness concepts in daily living throughout the life cycle;

Beginning Teacher Discipline-Specific Competencies: Family and Consumer Sciences Education

Revision date: 12/05/03 10:56 AM

The beginning (preservice) vocational family and consumer sciences teacher will demonstrate a knowledge of and/or competency in the following areas of study:

<p>1; SS 6; HP 2-6; G 1.4, 1.7, 2.3, 3.1-5, 3.7-8, 4.6-7)</p>	<ul style="list-style-type: none"> • Strategies for planning, purchasing, preparing, and serving nutritious foods; • Impact of alcohol and other drugs and eating disorders on individual and family wellness; • Weight management and exercise strategies to maintain health throughout the life span; • Strategies for using and evaluating technology in meal planning and preparation; • Cultural, economic, and policy influences on food and eating behaviors; • Global issues relating to nutrition and wellness; • Safety and sanitation procedures; and • Food science and mathematical concepts in nutrition, wellness, and food preparation.
<p>4. Family and Consumer Resource Management (CR 1-6; M 3; S 8; SS 6; HP 6; G 1.1-10, 2.3, 3.1-8; 4.1-7)</p>	<ul style="list-style-type: none"> • Strategies for identifying, managing, and conserving material and human resources to meet individual and family needs; • Strategies for applying goal-setting and prioritizing skills; • Strategies for assessing community resources available to assist individuals and families; • Strategies for evaluating the impact of economics and technology in a global society; • Strategies for selecting, maintaining, evaluating equipment and technology used to meet and enhance family functions; and • Strategies for interpreting impact of cultural and economic diversity on resource management.
<p>5. Housing and Environment (CR 3, 4; SS 6; G 1.1-10, 2.3, 3.1-8, 4.1-7)</p>	<ul style="list-style-type: none"> • Strategies for analyzing how constructed environments meet or impede the attainment of basic human needs; • Decision-making skills for determining housing needs throughout the life cycle; • Historical, environmental, aesthetic, cultural, legal,

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	<p>and technological influences on living and work environments; and</p> <ul style="list-style-type: none"> Principles and elements of design applied in creating comfortable, safe, and aesthetically-pleasing home and work environments.
<p>6. Textiles, Apparel and Fashion (CR 2, 3; SS 6; G 1.1-10, 2.3, 3.1-8, 4.1-7)</p>	<ul style="list-style-type: none"> Selection, care, repair, redesign, and reuse of textile products to meet individual and family needs; Strategies for assessing apparel decisions in terms of values, function, appearance, and societal norms; Fibers, fabrics, design concepts, and construction of textile products; Cultural, aesthetic and historical aspects of textiles, apparel, and fashion; and Strategies for evaluating textile products and policy for individuals in various life situations.
<p>7. Program</p>	<ul style="list-style-type: none"> Design, organize, and manage vocational programs; Vocational philosophy; Vocational advisory committees; Program evaluation and follow-up assessments; Collect, interpret, and utilize community needs assessment information; Legislation affecting vocational education; Budget development and management; Business, industry, and community agency partnerships; Public relations; and Regulatory and statutory requirements.
<p>8. Careers</p>	<ul style="list-style-type: none"> Workplace readiness skills; Employability skills; Employment and entrepreneurship opportunities; and Career planning.
<p>9. Development</p>	<ul style="list-style-type: none"> Write and evaluate vocational student performance

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and Implementatio n of Vocational Curriculum	objectives in the cognitive, psychomotor and affective domains; <ul style="list-style-type: none">• Design, implement, and supervise experiential learning opportunities;• Integrated applications/contextual learning;• Problems-based learning;• Interdisciplinary team teaching;• Adult learners; and• Vocational instructional management systems.
10. Vocational Student Organizations	<ol style="list-style-type: none">1. Philosophy and goals;2. Leadership development; and3. Program of activities.

Development Committee

1. Maude Coy, Blue Eye R-V School District
2. Teresa Geisler, College of the Ozarks
3. Sara Gibb, Blue Springs R-IV School District
4. Karlene Harrison, St. Joseph Public Schools
5. Marcia Northrup, Lee's Summit R-VII School District
6. Joan Quilling, University of Missouri-Columbia
7. Frances Shipley, Northwest Missouri State University
8. Willa Sloan, St. Louis Public Schools
9. Leigh Anne Taylor, Columbia Public Schools
10. Betty White, Boone County R-IV Schools
11. Jane Wolff, Pattonville R-III School District

Development Committee

Certification Requirements, General Family and Consumer Sciences, grades 5-12, Missouri State Board of Education, effective 1997.

Certification Requirements, Vocational Family and Consumer Sciences, grades 9-12, Missouri State Board of Education, effective 1997.

Family and Consumer Sciences Education Competency Profiles, Instructional Materials Laboratory, Columbia, Missouri, 1989-1995.

Missouri's Frameworks for Curriculum Development, Missouri Department of Elementary and Secondary Education, 1996.

Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue, Interstate New Teacher Assessment and Support Consortium-INTASC, Sponsored by the Council of Chief State School Officers.

National Teachers Examination, Educational Testing Service, Princeton, NJ. Specialty area test descriptions.

New Standards for Teacher Education Programs in Missouri-NSTEP for Institutions Seeking Continuing Approval of Teacher Education Programs (draft 2/96).

Next Steps: Moving Toward Performance Based Licensing in Teaching, Interstate New Teacher Assessment and Support Consortium-INTASC.

Redesign of licensure of Kansas educators, Kansas State Board of Education, February 1996.

"The Show-Me Standards," Missouri Department of Elementary and Secondary Education.

Vocational Education Draft Standards for National Board Certification, National Board for Professional Teaching Standards, May 1996.